

# Progression in ICT

## Communication - Text & Multimedia

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>Develop correct use of the keyboard, including the spacebar, backspace, delete, shift (for capital letters – not caps lock) and enter keys.</li> <li>Begin to use both hands for typing.</li> <li>Select appropriate images to add to work.</li> <li>Select or record sounds to add to work.</li> <li>Add captions to photographs and graphics.</li> <li>Word process short texts, working directly at the computer rather than ‘copying up’ written work.</li> <li>Make use of graphics, video and sound to enhance text in multimedia work.</li> <li>Navigate around text in a variety of ways (mouse, arrow keys) when editing work.</li> <li>Select text using an appropriate method, e.g., highlighting or clicking text to select.</li> <li>Make simple changes to selected text, e.g., colour, style and size.</li> <li>Create simple presentations for different purposes using templates for support.</li> <li>Select text from word lists (if necessary).</li> <li>Save, print, retrieve and amend work.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop correct use of the keyboard with increasing speed and accuracy.</li> <li>Use different font sizes, colours and effects to communicate meaning for a given audience.</li> <li>Use various layouts, formatting, graphics and illustrations for different purposes or audiences.</li> <li>Use page setup to select different page sizes/orientations.</li> <li>Use cut, copy and paste to refine order content.</li> <li>Use appropriate editing tools to ensure their work is clear and error free, e.g., spell checker, thesaurus, find/replace.</li> <li>Select suitable text, sounds and graphics from other electronic sources and import into own work.</li> <li>Select and import sounds from other sources, e.g., own recordings, sound effects and music.</li> <li>Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g., cropping, resizing and editing.</li> <li>Recognise and use key layout and design features, e.g., text boxes, columns and borders.</li> <li>Insert and edit simple tables.</li> <li>Create a range of hyperlinks and produce a non-linear, interactive presentation.</li> <li>Recognise intended audience and suggest improvements to make their work more relevant to that audience.</li> <li>Through self and peer assessment, evaluate presentations and suggest suitable improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop correct use of the keyboard with increasing speed and accuracy.</li> <li>Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE (Moodle), online resources and presentations.</li> <li>Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.</li> <li>Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.</li> <li>Develop consistency across a document, using the same styles of font, colour, size for headings, body text, etc.</li> <li>Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience.</li> <li>Independently select process and import images, video and sounds from a variety of sources to enhance presentations.</li> <li>Format and edit work to improve clarity and purpose using a range of tools, e.g., cut and paste, justify, tabs, insert and replace.</li> <li>Make use of reviewing tools (comments) in word processors to collaborate and evaluate each other’s work.</li> <li>Through peer and self-assessment, evaluate presentations and make improvements.</li> </ul>

## Communication – Images, Video and Animation

Year 1 & 2	Year 3 & 4	Year 5 & 6
<p><b>Graphics (Drawing and Painting)</b></p> <ul style="list-style-type: none"> <li>Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools; including brushes, pens, lines, flood fill, spray and stamps.</li> <li>Use ICT to source, generate and amend ideas for their work, e.g., searching the Internet for images by a specific artist.</li> <li>Begin to use paint packages or photo-manipulation software to edit/change an image, e.g., cropping.</li> <li>Save, print, retrieve and amend their work.</li> </ul> <p><b>Digital Photographs, Video and Animation</b></p> <ul style="list-style-type: none"> <li>Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, microscopes and webcams.</li> <li>Upload images or movies from cameras and other digital devices to a computer, with support if needed.</li> <li>Begin to make changes to images using basic tools in image manipulation software.</li> <li>Create a sequence</li> </ul>	<p><b>Graphics (Drawing and Painting)</b></p> <ul style="list-style-type: none"> <li>Acquire, store and retrieve images from cameras, scanners and the internet for a purpose.</li> <li>Select specific areas of an image, copy and paste to make repeating patterns.</li> <li>Be able to resize various elements in a graphics package.</li> <li>Use various tools in paint packages or photo manipulation software to edit/change an image.</li> <li>Use the 'print screen' function to capture images.</li> <li>Explore the use of graphics and paint packages to design and plan an idea.</li> </ul> <p><b>Digital Photographs, Video and Animation</b></p> <ul style="list-style-type: none"> <li>Use a range of devices to capture still and moving images for a purpose. These could include cameras, tablets, microscopes and webcams.</li> <li>Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them.</li> <li>Independently download and save images and video onto a computer.</li> <li>Independently upload images and movies from digital cameras etc. to a computer and save in a relevant location.</li> <li>Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).</li> <li>Be able to use basic tools in a software package to change images according to purpose.</li> <li>Import music, stills or video into editing software.</li> <li>Arrange/ edit clips to create a short film that conveys meaning.</li> <li>Add simple titles, credits and special effects</li> <li>Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</li> </ul>	<p><b>Graphics (Drawing and Painting)</b></p> <ul style="list-style-type: none"> <li>Acquire, store and combine images from different sources, and then use to enhance a presentation.</li> <li>Create images using a range of techniques to develop a particular style.</li> <li>Independently capture, store, retrieve and edit digital images to improve them.</li> <li>Refine and make changes to images according to audience.</li> <li>Use an object based graphics package to design and develop a plan in order to find a solution to a specific problem, e.g., design a child's bedroom, garden, zoo, map, playground, or crazy golf course.</li> <li>Be able to move, rotate and resize individual elements in an object based graphics package.</li> </ul> <p><b>Digital Photographs, Video and Animation</b></p> <ul style="list-style-type: none"> <li>Make use of transitions and special effects in video editing software, understanding the effect they have on the audience.</li> <li>Export images and movies in formats appropriate for the purpose and use them in multimedia presentations.</li> <li>Plan and create a short animated sequence to communicate a specific idea, using a storyboard and timeline.</li> </ul>

## Communication – Sound

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Explore a range of electronic music and sound devices and software.</li> <li>• Be able to select and listen to a sound from a bank of pre-recorded sounds.</li> <li>• Use sound recorders, both at and away from the computer, to record and playback sounds, e.g., voices, instruments, environmental sounds.</li> <li>• Use software to explore and create sound and musical phrases for a purpose.</li> <li>• Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere of their work.</li> <li>• Use recorded sound files in other software applications.</li> <li>• Be able to save sound files.</li> <li>• Be able to share recordings with a known audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of devices and software to select, playback and record voice and other sounds.</li> <li>• Locate and use sound files from online sources, e.g., Sounddogs.com, and other multimedia resources</li> <li>• Select, import and edit existing sound files in sound editing software, e.g. Garageband</li> <li>• Use editing tools to refine and improve outcomes and performances.</li> <li>• Use recorded sound files in other software applications.</li> <li>• Be able to share sound recordings with a wider audience.</li> <li>• Use music software to experiment with capturing, repeating and sequencing sound patterns.</li> <li>• Use ICT to create and perform sounds or music that would otherwise not be possible</li> </ul>	<ul style="list-style-type: none"> <li>• Independently select and use a variety of appropriate devices to record musical and non-musical sounds.</li> <li>• Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience, e.g., a soundbyte or podcast.</li> <li>• Upload and download projects to other devices and online space, e.g., VLE (Moodle) collaborating and communicating with audiences in locations beyond school.</li> <li>• Create own sounds and compositions to add to presentations and films.</li> <li>• Use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience, e.g., length, style, genre.</li> </ul>

## Communication – Electronic Communication

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> <li>• Contribute ideas to class and group emails.</li> <li>• Send an email, using a subject heading, to a known member of the school community, e.g., another class, head teacher</li> <li>• Open and reply to an email from a known person.</li> <li>• Contribute to a blog, on the school's website</li> <li>• Develop awareness of appropriate language to use in email and other forms of digital communication.</li> <li>• Begin to use webcams and /or video conferencing as a class another class or school</li> <li>• Know what to do and who to tell if they see something inappropriate online, e.g., how to minimise screen, turn monitor off, use back buttons to return to the home page.</li> </ul>	<ul style="list-style-type: none"> <li>• Log on to an email account, open emails, create and send appropriate replies.</li> <li>• Forward an e-mail.</li> <li>• Save an e-mail in draft format, then return and edit</li> <li>• Attach different files to emails</li> <li>• Open and save attachments to an appropriate place.</li> <li>• Select an email recipient from a class address book.</li> <li>• Use a range of digital tools to communicate</li> <li>• Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience</li> <li>• Continue to use webcams and /or video conferencing as a class e.g., international link as part of a wider topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, and other digital communication tools.</li> <li>• Evaluate the effectiveness of a variety of digital communication tools</li> <li>• Add e-mail addresses to a class address book.</li> <li>• Learn how to use <b>cc</b> and <b>bcc</b> facilities when sending e-mail and discuss when these should be used.</li> <li>• Make use of webcams and /or video conferencing to exchange ideas and collaborate on project</li> <li>• Extend online publishing to a more global audience, e.g. creating and publishing web pages</li> </ul>